



EYFS Writing Progression

Use marks symbolically	Imitate the act of writing	Begin to make marks that resemble identifiable letters	Develop an understanding of directionality	Write their own name
• Understand that the marks they make have meaning and can be used to communicate their thoughts and ideas. • Able to consider and plan what marks they are going to make before they begin writing. • Understand the difference between drawing and writing. • Make marks symbolically for multiple purposes, such as to tell stories, record what they can see, express their emotions and ideas, solve problems or show their thinking (including mathematical thinking). • The marks have a meaning to the child, even though they often do not resemble what they are intended to represent.	• Begin to imitate the act of writing, often in response to watching an adult write. For example, writing a shopping list after watching an adult write one. • Initially, the writing may be represented by one repeated mark, such as a line. This may then progress to a series of repeated shapes. • At this stage, the writing will not include recognisable letters.	• Fine motor skills and pencil grip develop, enabling children to use mark-making tools with more control. • A variety of marks that are needed for letter formation are able to be made, such as clockwise and anticlockwise rotational movements. Writing begins to include marks that resemble letters. At this stage, the letters may not be formed accurately. The letters written are random and children do not connect the letters to sounds from spoken language. • Often, the first recognisable letters that are written are letters from the child's name - the first letter from their name in particular.	• An understanding of directionality is developed and writing progresses from left to right and top to bottom. • Writing is often represented by a random string of letters. • These letter strings do not usually contain any spaces.	• The first full word children will often try to write is their name. Their name is a word that is very important to them. • Their name will be written using identifiable letters but the letters may not be correctly formed. • Progress to remembering how to write each letter in their name in the correct order, but do not yet connect the letters with their corresponding sounds.



Copy letters and words from their environment	Develop an understanding that there is a link between the shape of a letter and a sound	Identify individual sounds in words and then write the sound with the corresponding letter	Begin to write letters that are formed correctly	Understand that words are made up of letters, which are a collection of different shapes
• Writing may now incorporate recognisable letters and words that children have copied from the print they can see in their environment. • The words will often have the letters copied in the correct order but children will not be linking spoken sounds to the letters.	• Begin to understand that writing is related to speech sounds and that the shape of a letter is used to represent a sound. • Often, the first links children make are between the letters in their name and the sounds those letters represent. A child may write their name, point to one of the letters in their name and say the corresponding letter sound. • Writing may begin to include letters that connect to the sound the letter represents. For example, a child may write the letter 'm' in their writing and say that they have written 'mummy'.	• Often, the first sound identified in a word is the initial letter sound. For example, if shown a picture of the sun, a child could identify that the word begins with the letter 's' and write the corresponding letter. • The most prominent sound in a word may also be the first sound a child will identify and write. • Progress to also being able to identify the final sounds in words and then the medial sounds. • Initially, the letters written down may not be in an order and no spaces will be left between words.	• Use core strength to achieve a good posture when writing. #Develop a preference for a dominant hand to use when writing. Hold mark-making tools effectively. Most children will use a tripod grip. The tripod grip enables dynamic movement to come from the fingertips. It helps children to use mark-making tools accurately and effectively to form letters. Write recognisable lower case and upper case letters. Begin to write letters with correct letter formation. Develop a handwriting style that is fast, accurate and efficient. ELG – Writing - Write recognisable letters, most of which are correctly formed. ELG – Fine Motor	• Understanding of the concept of a word develops. Able to identify the difference between a letter and a word. • Understands that a word is a collection of letters that are written in a specific order. Begin to become aware of the existence of spaces between words and the purpose of these.



			Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.	
Able to identify each sound in a CVC word and write the corresponding letters	Write a simple phrase or caption	Write a simple sentence	Use a variety of writing structures (Readiness for Year 1 National Curriculum) <i>EYFS teachers will focus on the following to prepare children for next steps in learning.</i>	
• Able to segment and identify individual sounds in CVC words, then write the corresponding letters. Initially, this may just be one or two sounds and then progress to all three sounds. • CVC words are phonetically plausible words that just contain three sounds and are made up of a consonant, vowel then consonant. For example, rat, log, map.	• Write a simple phrase or caption by sounding out and writing the corresponding letters in simple words and also make phonetically plausible attempts at writing longer, more complex words. • Spaces are added between each word in the phrase and it can be read by others. • Writing contains words with letter groups, including digraphs (such as, 'sh') and trigraphs (such as, 'igh'). • Common exception words that have been taught may	• Able to say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure. • Write a simple sentence, which contains spaces between each word and can be read by others. • Write sentences that contain simple words that have been spelt correctly, as well as more complex words, which children have used their phonics	• Write for a range of purposes and use different writing structures to match the type of writing. For example, writing a list, instructions, a card, a recipe or a story. • Several sentences may be written which begin with a capital letter and end with a full stop. • Writing can be read and understood by others.	



Letters may be written randomly at first, then progress to being written in the order in which they occur in the word.	also be used in the writing, such as 'the'. ELG – Writing - Spell words by identifying sounds in them and representing the sounds with a letter or letters.	knowledge to attempt to spell. - Sentences may also contain words which contain letter groups and common exception words. - Understanding that sentences begin with a capital letter and end with a full stop develops and children may begin to use these with increasing accuracy in their writing. - Rereads a sentence that has been written to check that it makes sense.	
	ELG – Writing - Write simple phrases and sentences that can be read by others.		
Pencil Grip			